

## ANALYZING THE RELIGIOUS PRACTICES AMONG THE ELECTRICAL MOTOR INSTALLATION DEPARTMENT STUDENTS IN SMKN 2 PEURELAK ACEH TIMUR

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### Abstract

*Education is a conscious effort to create a learning process atmosphere which students actively develop their potential. Religious value education is very closely with humans' character. The aim of the study was to assess the implementation of religious practice in the SMKN 2 Peurelak. The design of the study is kind of Pre-Experimental design with qualitative approach. The experiment class used was an Electrical Motor Installation Department, class X, XI, and XII. However, for the interview needed, the participants involved were four students from different classes and two teachers. The instrument used in the study was a set of the interview protocol. This qualitative method would be analyzed by encoding the respondents' initials and their transcripts. The transcript will be analyzed by identifying emerging themes. The finding result showed that the students sensed their spirit and motivation were increased after the implementation of religious activities in their school. They asserted feeling calm in heart, more concentrated on studying and well-disciplined between learning and play.*

**Keywords:** *Religious Practices, Vocational Education, Students' Character*

### INTRODUCTION

Essentially, education aims to create humans resources into intellectual generation. Education is a conscious and planned effort to create an atmosphere of learning process which students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character<sup>1</sup>. Religious value education is very closely related to character building, especially the character of students. If religious values are inherent in a students'

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<sup>1</sup> Directorate of General of *Institutional Islamic Religion*, 2003.

life, it is believed he/she will be good generation and beneficial for himself even for the surrounding community. There is no need for physical supervision, because there is already a sense of "superintendent" within that guards all of its behavior<sup>2</sup>. The characters formed in students must include the following qualities: religious, honest, tolerant, disciplined, hardworking, creative, independent, national spirit, love of the motherland, respect for achievement, friendly/ communicative, love for peace, love to read, care environmental, social care and responsibility<sup>3</sup>. Thus, the character education should be a priority in the Indonesian education system<sup>4</sup>. Religious values have become the main focus to be developed into the aspect of education, especially students of Vocational High Schools (SMK). The limitation of timing of the religious subject, could not be able to build the character of vocational students. Related to the practice of religious values, it has become a priority for every school to implement the practice of religious values. The implementation of religious subject is still lack of maximum and has not shown optimal results. There are deficiencies which caused by many factors, such as weaknesses in the quality or quantity of educators, less learning facilities and do not have scripture references and adequate religious literature<sup>5</sup>. The practice of religious values is not sufficiently equipped in the school. It also involves the family approach into the program success. However, the results of the study showed that the religious value added into the subject would directly influenced the student achievement<sup>6</sup>. However, the aim of the study was to assess the religious practices implementation in the SMKN 2 Peurelak. Thus, the research question for this study was "what kind of activities in implementing the religious practices in the class Electrical Motor Installation Department at SMK N 2 Peurelak".

### **Literature Review/Theoretical Frameworks (if applicable)**

Religion is the foundation of human life which could build human's character. According to Zamtinah, et al (2011), character is a complete self-formation which carried out by the teacher<sup>7</sup>. It becomes a habit or character that is embedded in a person. Character is identical with morals, and ethics, the characters are universal human behavioral values that would cover all human activities, both in the context of relating to ALLAH, with himself, with fellow human beings, and withhis/her environment<sup>8</sup>. Through the practice of religious

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<sup>2</sup> Muzakkir, *Peranan*, "Nilai-Nilai Dasar Keagamaan terhadap Pembinaan Karakter Peserta Didik di SMK Negeri 2 Kota Pare-pare (Studi Implementatif Dengan Pendekatan Psikologi Pendidikan)", *Al-Ishlah, Jurnal Studi Pendidikan*, 17(2), 2016, hal.178-199.

<sup>3</sup> Mudlofir. Ali, "Pendidikan Karakter: Konsep dan Aktualisasinya dalam Sistem Pendidikan Islam", *Jurnal Pendidikan Islam*, 7(2), 2013, hal. 229-363.

<sup>4</sup> Muzakkir, *Peranan Nilai-Nilai...* hal.178-199.

<sup>5</sup> Hayadin, "Eksistensi Perpustakaan Pendidikan Agama Islam Di Sekolah Umum", *Jurnal Edukasi*, 13(2) 2015, hal. 239-254.

<sup>6</sup> Nofianti, "Pengaruh Pendidikan Agama Dalam Keluarga Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Pendidikan Agama di SDN 2 Pejogol Kecamatan Cilongok Kabupaten Banyumas", *Skripsi*, IAIN Purwokerta, 2017.

<sup>7</sup> Zamtinah., "Kurniawan, Untung., Sarosa, Doni, Tyasari, Rahmah. "Model Pendidikan Karakter Untuk Sekolah Menengah Kejuruan", *Jurnal Pendidikan Karakter*, 1(1), 2011, hal. 98-109.

<sup>8</sup> Samrin, "Pendidikan Karakter (Sebuah Pendekatan Nilai)", *Jurnal Al-Ta'dib*, 9(1), 2016, hal. 120-143.

values, there is an expected idea to form positive behavioral character in students. Practicing is a kind of process of action which means charity or deed. Practicing as the etymology means "charity" which defined as good or bad deeds, something done with the aim of good behavior<sup>9</sup>. However, students should hold themselves with good character and religious value. Regarding about students' behavior, many factors could affected the students 'behavior and character. In addition, another factors such as parents, teachers and friends would directly influence the student' behavior in learning to reach high academic achievement<sup>10</sup>. However, besides that, another factors are student psychological, motivation, weather, economy, and religion<sup>11</sup>. The main topic focusing in the study is the analysis the religious activities that implemented in SMK N 2 Peurelak.

## METHODS

### *Research design*

The research design of this study is kind of qualitative methods. However, this research used case study design in terms of measuring one variable that affects a particular variable, without assessing external variables that influences the dependent variable. However, the research aims to analyze the religious activities that executing in SMK N 2 Peurelak. Thus, the population of the study was Electrical Motor Installation Department, class X, XI and XII.

### *Research site and participants*

The population of this research is all students of Electrical Installation Engineering Department of class X, XI and XII. The total students of those Department were 52 students. For the interview needed, the participants chosen were four students from different classes and two teachers who taught Electric Motor Installation Subjects. The instrument used was a set of interview protocol. This qualitative method would be analyze by encoding the respondents' initials and their transcript. Interview questions were posed to the participants in the Electric Installation Motor Class. The transcript will analyzed by identifying the emerging themes.

## DISCUSSION

In this chapter, the finding data would been presented. For information, the instrument used for the study was interview protocol by involving two teachers and four students Class X, XI, and XII at Electric Motor Installation Department. Interviews were conducted to obtain more accurate and in-depth research results about the religious practices among the SMK N 2 Pereulak students.

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<sup>9</sup> Badudu, Js, *Kamus Umum Bahasa Indonesia*, Jakarta: Pustaka Sinar Harapan, 1994.

<sup>10</sup> Salleh, Mohamad, J., Kamin, Mazliza., H, Jane. F, *Kajian Terhadap Faktor-Faktor Mempengaruhi Pencapaian Pelajar Dalam Penilaian Menengah Rendah di Sabah*, Labuan International Conference on Educational Research, 2012.

<sup>11</sup> Pratiwi, Yana Dian Ikka, "Penanaman Nilai-Nilai Keagamaan Dalam Meningkatkan Prestasi Belajar PAI Siswa (Studi Multisitus pada MTsN Tunggangri dan MTsN Tulungagung)", *Tesis*, IAIN Tulungagung, 2015.

The questions in this interview protocol are arranged according to the theoretical study which explained in Chapter Introduction. The qualitative data would analyzed by encoding the respondents' initials and their answers. Interview questions were posed to the students and the teachers who participated in this research. Transcript of the interview were analyzed qualitatively to identify the emerging themes. The coding system used in this study was as follows: S is used for students and T for the teacher. In terms of gender, M for male and F for female. In addition, in terms of categories of classes, A was used to represent the Class X, B was used to represent the Class XI and C was used to represent Class XII.

Five questions in the interview protocol were formulated to assess the implementation of religious practices in the Electric Motor Installation Class at SMK N 2 Peurelak. The research themes were separated into five categories: Curriculum, the knowledge of religious practices, the students characters, the program used, the factors affected of religious practices.

#### **a. The Curriculum Used**

The first interview question was constructed to determine the respondent' understanding of curriculum used in SMK N 2 Peurelak. From the students and teachers, there were similar answer of curriculum used. Almost all of them knew that the curriculum used in SMK N 2 Peurelak was Curriculum 2013.

*"Yes I knew, it was curriculum 2013"* (TF)

*"Curriculum 2013 is used for class X and XI, and KTSP curriculum used for class XII"* (TM)

*"I think curriculum 2013"* (SMB)

*"Curriculum 2013"* (SFB)

*"Yes, it is curriculum 2013"* (SMA)

*"Mmh. maybe 2013"* (SMC)

#### **b. The Knowledge of Religious Practices**

In terms of the knowledge of religious practices, the interview data show mixed responses. A teacher perceived that the reason in applying the religious practices activity because a lot of problem which happening among the students. Another teacher perceived its was good activity.

*"The reason of this Dhuha activity because there is a lack of disciplines among the students and less respects of the teacher. So, it aimed to improve their characters for a better life"* (TM)

*"Mmh....it was good, there are many positive things, and it enables conducted in the lab, open area"* (TF)

When asked the students to rate about the knowledge of religious practice activity, they stated the program was good activity, and agreed to attend the program.

*"It is good"* (SFB)

*"it's better than others, I fell calm in heart"* (SMB)

*"I agreed with the program"* (SMC)

### c. The Students Characters

Regarding to the students characters, students and teacher have their own opinion. A teacher (TM) believed that students' character would increase better by doing religious practice. Similar with him, another teacher (TF) stated the students' character is influenced by religious practices activity such as dhuha prayer, recite Al-Quran and recite Yasin every Friday.

*"yes, it could enhanced students' character by religious practices"* (TM)

*"By doing Dhuha prayer every day, adding with recite Al-Quran and Yasin every Friday, it would affected the students' character"* (TF)

Different with the teacher, the student (SMC) believed the students had already have good character. But another student (SMB) stated that the character is created by hardly discipline and respect to the teacher. Almost similar to student SMB, student SFB believed that dhuha prayer is important in building students' character.

*"Students have better character"* (SMC)

*"I think it need more discipline in learning, discipline in time scheduling and respectively to teacher"* (SMB)

*"It would increase by doing Dhuha prayer"* (SFB)

### d. The Program of Religious Practice

In terms of religious activities, the participants were asked to mentioned several activities which support by school committee. The teacher (TF) mentioned Dhuha prayer and recite Yasin. While another teacher (TM) stated that beside Dhuha, there were another activity such as seven minutes Islamic speech, prayer, intellectual donation and etc.

*"The program is only dhuha and recite yasin"* (TF)

*"Besides dhuha prayer, we also do Islamic speech about seven minutes talk, and intellectual donation. This was meant that whoever students could donate their idea to put into the school board wall"* (TM)

Almost similar answer with the teacher, the students also mentioned dhuha as main activity regarding religious practices. However, one student (SFB) stated that besides dhuha, hard effort, serious learning, and diligently recite Al-Quran.

*"Hard effort, serious learning and always read AL-Quran, that are the activity in religious practice"* (SFB)

*"Yes, that are Dhuha, Recite Al-Quran, pray, and read Yasin"* (SMB)

*"That are only Dhuha, and read Al-Quran in the class"* (SMC).

### e. The Factors Affected the Religious Practices

The final question was the factors that influenced the religious practice in SMK N 2 Peurelak. When the teacher was asked about the factors that influenced the religious practices. He (TM) mentioned several factors that barriers the implementing of religious practices were facilities (mushalla) for dhuha prayer, prayers equipment. Besides

that, the school should make a policy for the students to attend dhuha prayer and the allocating time for dhuha. Another teacher (TF) also perceived similar. She mentioned that there is no privacy room for female students for praying dhuha.

“The facility is not available (mushalla room), so we used laboratory for dhuha prayer. Then another barriers are the students who are not accustomed for pray, there is no self-awareness to pray. Regarding school, I think the school should make a policy or rules for this dhuha prayer” (TM).

*“There is no privacy room especially for female students to pray, that’s all the factors”* (TF).

However, the students perceived different. A student stated that the factor barrier in religious practice was lost of wudhu suddenly. Then, he mentioned self-discipline also influenced the religious practices.

*“Ablution, ablution is suddenly gone, sometimes there is no disciplined in learning”* (SMC)

Nevertheless, another student said that there are no factors influenced the religious practices in the school. He (SMB) continued that actually the teacher should motivate better for guiding the dhuha prayer. Similar with SMB, student SFB also stated that there are no factors, she just felt happy to do that thing (dhuha).

*“There are no factors, but I felt the motivation of the teacher is good but I need more motivate and guiding us”* (SMB)

*“Nothing, but I just feel happy about that (dhuha)”* (SFB)

## CONCLUSION

Through qualitative analysis, the study carried out by conducting interviews with teachers and students of the Electrical Motor Installation Department at SMK N 2 Peurelak. In order to answer the research question "what are the kind of activity in implementing the religious practices in the class Electrical Motor Installation Department at SMK N 2 Peurelak. Based on the results, it could concluded that the main activity in religious practice are Dhuha Prayers in congregation, Recite Al-Quran (regularly Surah Yasin on Friday), Pray Doa before and after learning, seven minutes advice hearing (giving by the teachers) and also intellectual donation (literacy alms in kind of writing which published in the school bulletin board).

Discussing about the factors that influenced the practice of religious values in SMK N 2 Peurelak, especially in the Electric Motor Installation class. The respondent stated that in implementing the religious practices, the barriers the have are the unavailability of mushalla room for congregational worship, prayer tools such as prayer rugs, prayers mats, and etc. However, the important factors that influencing are the awareness of students to pray Dhuha in congregation. In the reality, some of them did not participate in prayer Dhuha together with others. Essentially, applying the religious practice would give many benefits. The students

sensed the spirit and motivation were increased after the implementation of religious activities in the School. They asserted the felt calm and focused in learning, felt calm in heart, and more concentrate in studying and well-time disciplined between learn and play.

From the conclusion above, it could suggests some recommendation to the further research, as:

1. Dhuha prayer activities proved that it could develop the students' motivation and enthusiasm for learning. So, it is recommended to continue the dhuha prayer in the Electric Motor Installation class and other class in SMK N 2 Peurelak.
2. The school should provide a special space for prayer activities in congregation and facilitate various prayer equipment.
3. Schools are expected to build cooperation and good communication with parents in terms of religious practice activity at home.
4. The next research is suggested to be able to take a larger number of samples so that the results of the research obtained are more generalized and have a positive impact on educational institutions.

#### **Disclosure Statement**

No potential conflict of interest was stated in this research article.

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